

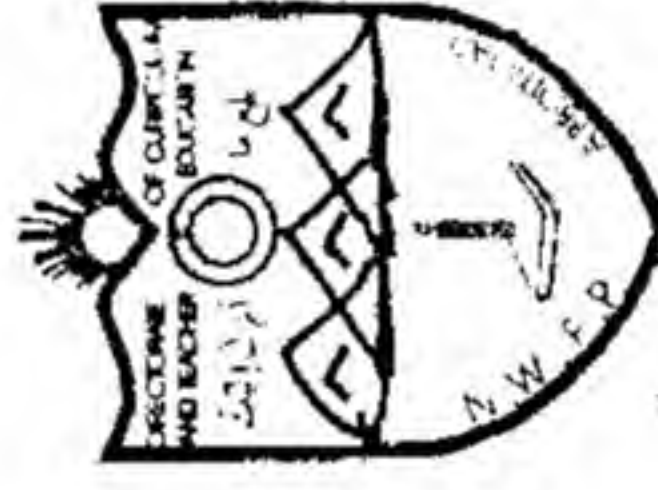
DRAFT
CURRICULUM FOR IN-SERVICE TRAINING
FOR
NEWLY APPOINTED HIGH SCHOOL TEACHERS
(HST)
(TWO MONTHS DURATION)



DEVELOPED BY

NWFP DIRECTORATE OF CURRICULUM & TEACHER EDUCATION
ABBOTTABAD
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PREFACE

The quality of education is directly related to the quality of teacher education and training. The teaching learning process has shifted from teacher oriented to students centered. The curricula, the methods of teachings and the evaluation techniques all are designed according to the needs, problems interests and experiences of students. The main purpose of this new thinking is to make learning a pleasant and amusing process rather than a boring exercise. In the new approach of teaching, due consideration is given to the fact that students could find meaning in education and relate it to the needs emerging in their lives. Thus the teacher education has gained new perspectives, where teacher is enabled to conduct the teaching process with the involvement of students, so that the students are active workers and teacher act as guide and leader. Thus a teacher makes conditions favorable for learning process and students make experiment gain experiences and apply them in solving problems both during their education period and later on in real life situation.

New trends in teacher education emphasize on use of educational technology and audiovisual aids to reinforce the learning process. Teachers are trained in the low cost teaching learning aid to maximize learning and save wastage. Particularly at primary level when the school is quite a strange place for the new child only a well-trained teacher in modern methods of teaching will be able to retain the child. Thus a well-versed teacher in kinder garten methods of teaching and with strong professional commitment will be able to reduce the dropout rate and avoid wastage of resources.

New ideas in teacher education require a teacher to conduct his teaching through participatory method, where students work in group and learn to cooperate each other in this way, they also learn tolerance, social norms, leadership qualities and better communication skills.

Teacher education is a catalyzing agent for over all development of child personality. Students with diverse social and psychological problems are tackled by making use of psychological techniques instead of old method of punishment, which caused fear in the child and damage his personality.

Here the root causes of the problems are assessed and the appropriate cure is carried out to make the child normal.

One of the main factors of decline in quality of education in our Country has been the old system of assessment and testing. In teacher education the evaluation and testing is given special consideration so that good quality of learning could be assessed. Therefore, the teacher is trained in the development of standard instrument of educational measurement.

Keeping in view all the above aspects of Teacher Education and to strengthen the teaching learning process in NWFP the Honourable Chief Secretary NWFP expressed the earnest desire that the teachers with certificates and degrees from private institutions, distance education and those with longer duration between training and entry to service be given in depth and extensive in-service training of two months duration.

NWFP Directorate of Curriculum & Teacher Education Abbottabad was assigned the task to prepare curriculum for three categories of teachers for the said programme. The Directorate of Curriculum & Teacher Education launched upon the process of development of curriculum with immediate effect and tried its best to complete the task as early as possible. The Directorate succeeded in its efforts and prepared the three booklets for three categories of teachers i.e. PST, MST & HST within shortest period of time. As the task was important as well as critical & needed time, effort, and utmost care which this Directorate accomplished to its best. However, it cannot be claimed that a document fulfills the ideal standard and there have always been rooms for improvement, so all the concerned, educationist, and teacher trainers are invited to inform this Directorate about the shortcomings so that improvements could be made. Any suggestion and constructive criticism in this regard will be welcomed.

UMAR FAROOQ
DIRECTOR

OBJECTIVES

At the end of the course the prospective teacher will be expected to:

1. Have developed self-confidence and initiative for independent creative teaching.
2. Observe lessons critically and share experiences through group discussion.
3. Plan, prepare and present lessons to the class effectively.
4. Apply and practice teaching skills in the light of principles of education.
5. Employ various forms of communication effectively.
6. Motivate students for active participation in teaching-learning situation.
7. Prepare instructional aids and use them imaginatively.
8. Promote self-discipline among students on the pattern of the life of the Holy Prophet (Peace be Upon Him) and his companions.
9. Appreciate and organize co-curricular activities.

CURRICULUM IN THE SUBJECT ENGLISH FOR HST **DURATION 2 MONTHS (52 PERIODS)**

S.No	Objectives	Concept	Contents	Activities	No of period
1.	<p>Use of appropriate stress and introduction in extended speech</p> <p>Listening</p> <p>2. Listen of understand the variety of expression</p> <p>3. Listen to a text and relate course and effect of relationship</p> <p>Speaking</p> <p>1. To understand spoken English</p> <p>2. To speak English with correct pronunciation and good introduction according to relevant level</p> <p>3. To convey the needs and requirements in a proper way</p> <p>Reading</p> <p>i) Skim and scan description narrative and instructional text</p> <p>ii) To read and understand contracted forms</p> <p>iii) To understand the</p>	Four skills of English language	<p>1. Listening skill</p> <p>2. Speaking skill</p> <p>3. Reading skill</p> <p>4. Writing skill</p>	<p>1. To listen a story and then extract main idea/ theme.</p> <p>2. To listen news broadcast, weather report etc. then write the main points.</p> <p>3. The participants listen oral presentation related to familiar topics and then asked to make / write true/falls statements.</p> <p>4. Writing activities</p> <p>i) The participants are asked to develop a story from given outlines</p> <p>ii) Picture writing</p> <p>iii) The participants are asked to exchange letters for information, making requests, seeking permission and</p>	6

	<p>relations between the parts of text and recognize topic sentences and relations of sentences</p> <p>Writing Skills</p> <p>i) To write English with correct spellings</p> <p>ii) To write formal letters, guided compositions and relate ideas</p> <p>iii) To punctuate the paragraphs and use of prepositions</p>			
	<p>receive reply in class</p> <p>Speaking activities</p> <p>i) Picture talk</p> <p>ii) Role Play speeches, debates</p> <p>iii) Practice to articulate words clearly and pronounce then correctly</p> <p>Reading activities</p> <p>i) After intensive reading, the participants / learners are asked to re-arrange a jumbled paragraph of narrative and to write it in a coherent and organized text</p> <p>ii) Work in group /pairs to read and mark true/ false statements</p> <p>Silent reading</p>			

S.No	Objectives	Concept	Contents	Activities	No of period
2	I. Direct methods 1. To score direct between the experience and the expression in English 2. To enable the learners to understand English by listening to a great deal of it 3. To develop ability to think in the foreign language in talking, reading or writing	Teaching methods	1. Direct method 2. Grammar translation method 3. Audio lingual approach 4. Communicative approach	Direct method activity 1. To advocate learning by direct association of foreign words and phrases with objects and action with using native language by teachers and taught 2. To train the learners to develop direct understanding of the reading material without recourse to translation 3. Frequent use of the Audio Visual Aids during the techniques.	6
	II. Grammar translation methods 1. To learn meanings of words and understand grammar rules 2. To provide literary vocabulary 3. To extract meanings from text books by translating into native language 4. To make better understanding of the abstract ideas and concepts			1. Teachers to read the text and translate word by word. 2. Practice grammar rules and structure 3. New unfamiliar words abstract ideas are made clear with help of using native language 4. Exercise of translation and grammar	

S.No	Objectives	Concept	Contents	Activities	No of period
	III. Audio Lingual Approach <ol style="list-style-type: none"> 1. To develop listening skill first as a foundation on which to build skills of reading and writing 2. To combine the structure with . 3. To enable the learners to listen and repeat at normal speed. 			<ol style="list-style-type: none"> 1. Repetition of dialogs 2. Presenting new words 3. Presenting and drilling new structures 4. Written exercise. 	
	IV. Communicative approach: <ol style="list-style-type: none"> 1. To enable the students to Use the taught language Meaningfully 2. To acquire competence in taught language by expending grammar rules in natural and real situation 3. To improve listening Comprehension given. 4. To equal weightage to all four skills dialogues 			<ol style="list-style-type: none"> 1. To teach grammatical forms from simple to compel in unrelated sentences but in a real life situation 2. To make the lesson interesting and lively for the learners, proper involvement is needed. 3. Expression of vocabulary for reading purpose. 4. To provide the students a systematic study and guidance for correction of essay. 5. All the teaching takes place in a real life situation, to learners through the A.V.Aids, stories and 	

S.No	Objectives	Concept	Contents	Activities	No of period
3.	Lesson planning prose 1. To enable the students to understand speak, read and write English, lesson planning poetry i) To enable the students the feelings of the poet ii) To enable the student to understand the facts and ideas expressed in the poem Grammar i) To enable the students to understand the laws/ rules of the language	Lesson planning	Lesson planning i) Prose ii) Poetry iii) Grammar	Prose 1. Formation of questions answers 2. Difficult should be explained . 3. Involvement of students/ discussion 4. Appropriate use of language skills required in the lesson listening, speaking, reading and writing Poetry i) Explanation of the different words of phrases etc. ii) Attention towards the comprehension of different ideas contained in the poem iii) Repetition of the poem again and again by the teacher and then by the students iv) Questions about theme contained in the poem Grammar i) Apply indicative method for teaching grammar in lesson planning	6

S.No	Objectives	Concept	Contents	Activities	No of period
4.	<ol style="list-style-type: none"> 1. To make the concept clear 2. To make the teaching interesting 3. To facilitate the teaching-learning process. 4. To set a permanent stamp on the minds of learner 5. To bring the learners closure to the realities. 	Use of Audio Visual Aids in learning English language	<ol style="list-style-type: none"> 1. Importance of the A.V.Aids in teaching learning process 2. Consideration to be taken in the use of A.V.Aids 	<p>Use of Play cards</p> <ol style="list-style-type: none"> 1. Black board, chalk , models, charts , pictures, tap recorder, low cost, no cost material, electronic media available in the Institutions. All sorts of mentioned A.V.Aids according to the needs of the relevant topic of class in the same way, class room object / school object and objects available in the environment may be used. 2. Group work for the preparation of charts for teaching different lesson prose, poetry , grammar 	6
5	<ol style="list-style-type: none"> 1. To enable the learners to know the importance and definition of the parts of speech. 2. To enable them to identify the different types of nouns, pronouns , adjective, verb, Adverb 3. To enable them to recognized different forms and types of verb and adverb 	Parts of speech	<p>Eight parts of speech</p> <ol style="list-style-type: none"> i) Noun ii) Pronoun iii) Verb iv) Adverb v) Adjective vi) Preparation vii) Conjunction viii) Interjection 	<ol style="list-style-type: none"> 1. To give at least ten countable noun and 10 non countable nouns 2. To give a list of nouns and students are asked to pick the common, proper , collective nouns and to write them in a separate column. 3. After teaching definition of kinds pronoun, write down the following pronouns. He, I me, them, her, his, their, ours, our and teach them subjective, case, objective case and possessive case 4. Use of degrees of objective in various sentences. 	10

	<ol style="list-style-type: none"> 4. To enable them to use the correct preposition 5. to enable the learners to differentiate between co-ordinating and subordinating conjunctions 6. To enable the learners to use interjection . 			<ol style="list-style-type: none"> 5. Use of transitive of adjective in various sentences. 6. Use of transitive verbs and in intransitive verbs in sentences 7. Prepare a list of irregular verbs through group work. 8. Kinds of adverb with the help of charts 9. Use of kinds of Adverb in blank spaces. 10. Exercises the preparation by filling up the blanks 11. Filling the blanks by using coordinating conjunction & to write at least five sentences using subordinating conjunctions. 12. Write 5 sentences showing anger/surprise/sudden emotion to teach interjection 	
6	<ol style="list-style-type: none"> 1. To enable the learners to know about the language functions and skills 2. To enable the taught to differentiate time and tense 3. To enable them to identify the form of various tenses. 	Tenses	<ol style="list-style-type: none"> 1. Present tense 2. Past tense 3. Future tense 	<ol style="list-style-type: none"> 1. To teach tenses a diagram showing all the tenses and all the persons (singular, plural, positive and negative as well interrogative) may be prepared. 2. Completion of sentences with the various form of verbs in brackets 3. To write few sentences to illustrate the use of "for" and "since" in the present , past and future perfect tenses. 4. To write sentences to illustrate 	12

				the exact use of shall, and will.	
				5. Preparation of charts of tenses by learners through group work and monitoring of teacher during this activities.	
				1. After teaching the rules/ principles of changing active in to passive voice, learners are given model sentences such as: i) He reads a book every day ii) He wrote letters today iii) I shall draw a picture iv) Who gave me the match v) Read the news paper vi) Bring a glass of water vii) He has written a letter	6
7	To enable the learners to change the active sentences into passive To enable the learners to change the direct form into indirect forms To enable the learners to improve their proficiency in the language.	Vices and narration	1. Active voice and passive voice 2. Direct speech and indirect speech	1. An exercise is given to choose the correct passive voice of the active sentence 2. Group work and group discussion for the said topic 3. Separate exercise for imperative sentences and verbs with two objects. Direct and In direct speech. 1. Exercises and model sentences about the three important changing are given. i) Change in the tenses of the verb.	

				ii) Change in the person of pronounce iii) Change in the contain word	
				2. SON Formula may be taught for the change in person of pronounce. I Person = S = Subject II Object = O = Object III Noun = N Not changes	
				3. One exercise of assertive sentences 4. Exercise of integrative sentences 5. Exercise of imperative sentences 6. Exercise of exclamatory sentences 7. Exercise of mixed sentences 8. Exercise of optative sentences 9. Involvement of participants in all sorts of exercise.	
8	i) To enable the learners to understand the foundation of a sentence ii) To enable the learners to break a sentence into different parts iii) To understand and	Sentences structures	i) Meaning of word sentences ii) Basis of sentences or Part of the sentences iii) Different kinds of sentences iv)	1. Two important part of the sentences are discussed with examples and with model sentences 2. Pickup the subject and verb out of the sentences and write them separately under two headings: Subject and Verb 3. Non action verbs can also be	4

	<p>apply different rules governing the construction of sentences</p> <p>iv) To enable the learners to about the different understand kinds of sentences</p>			<p>discussed while teaching the sentence</p> <p>4. Exercise of different kinds of sentence which involving the learners</p> <p>5. Exercise of simple sentence , simple integrative sentences, double integrative sentences and negative sentences</p>	
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CURRICULUM OF PRESPECTIVE OF EDUCATION AND CONTEMPORARY SOCIAL ISSUES FOR HIGH SCHOOL TEACHER (HST)

Objectives:

It is hoped that after the completion of the course the students will be able to:

1. Discuss, explain and analyses various perspective of education, ideologies values.
2. Discuss the changing role of education with respect to our society.
3. Develop a critical inquiry approach with reference to education walks
4. Became active and useful citizens to play their due role in the education process and national development by practicing knowledge and skills acquired through this course outline

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
1.	Pretest	Objective type question paper
2.	Perspective of education Philosophical perspective, Philosophy and education. Theory of knowledge. Educational theory	Discussion method Student be informed one day before the topic is discussed so that they could come well prepared.
3.	Education, instruction and curriculum education & culture	First the topic be discussed in groups then different groups members to briefly explain the view points of their groups
4.	Philosophical perspective: theories of learning, nature Vs Nurture	Discussion method, the teacher to act as a moderator
5.	Indoctrination, training and education	Discussion, presentation, questions answers

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
6	Versatile educators i) Al-Ghzali ii) John Dewy	Students to explain the theories, ideas of Alghazali and John Dewy about the education, one more expression student to summarize while teacher act as moderator
7.	Iqbal, Paulo Freire	Thinking of Iqbal about the nature of knowledge be discussed giving special references to his poetry about knowledge
8	Pre independent History words dispatch. Ugliest Vs orient list Manacles, minutes	Students to collect interesting historical facts and explain them to the class.
9.	Downward filtration theory. Basic scheme of education.	Students be asked to assess and discuss their affects on today education.
10.	The development of education in Pakistan The education Policy 1972 The Education Policy 1979.	Students be asked to critically discuss these policy.
11.	National Education Policy (1998-2001)	How far this policy has been successful so for in achieving its objectives. Whether the targets are adequately achieved or not. What are hindrances?
12.	Contemporary social issue industrial revolution its effects on society and its values.	Pakistan map photographs of industrialized cities of Pakistan. Students be given an opportunity to express their feelings.
13.	Population growth and resulting social problems.	Students to collect latest figures on the composition of population and its growth rate and project population figure after 10 years from now.

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
14.	Intensification of agriculture,	Pakistan map to show the land used for agriculture students to collect figure about production of some crops, total cultivated Area. Farmable zone for the growth of agriculture.
15.	Global environmental issues. Changes in seasons and hazards to life.	Students to tell the cause of environmental pollution and their prevention.
16.	Education and National development economic Development and population growth.	Students to collect information on economics indicator such as national income, per capita income, GNP etc..... Derive relationship between economic growth and population growth
17	Globalization and challenges	Discuss various challenges facing developing countries like Pakistan on this time of globalization
18	Educational improvement and gainful employment	Collect and discuss fresh data on employment, semi employment and rate of un-employment.
19	Human resource development	The concept as a solution of problems in the present day situation.
20	Human resource development. Its planning and sectors of emphasis. Strategies used for human resource development	Student to trace the history and development of the concept and its popularity in today word
21	Democracy and education Democracy and human freedom	Students to discuss the failures of democracy in Pakistan. Group discusses, presentation.
22	To what extent our education has been successful in strengthen democracy in Pakistan	An open discussion

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
23	Natural resources natural and associated issues	Make list of natural resources of Pakistan why could not we fully benefited from them. Group discussion
24	Ecological foundations of environment	Discuss the balance in the ecosystem
25	Forest and bio-diversity	Consumption of forest, its bad effects, preventive measures for discuss
26	Brown environment	Discuss the causes
27	International Development environmental conservation	Collect data about the conservation and degradation of environment.
28	Environmental ethics and values	Discuss these values with students
29	Environmental ethics and values whether these values and ethics are respected by the signatories or not.	Students to collect facts and figures and inform the whole class About their findings.
30	Important Issues Female Education importance, condition	Students to collect facts on the measurement taken for uplift of female education and their literacy rate.
31	Gender and development	Discuss the role of male and female in the progress of the country and society
32	Drug Addiction	Discuss causes and prevention
33	Aids How its causes, prevention measure	Trace the history and the latest figures on aids on the world. Situation
34	Peace Education importance, role in solution of world problem	Discuss the development of the idea

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
35	Peace Education and international understanding	Peace education and situation in Kashmir and Palestine topic for discussion
36	Peace Education, tolerance, social harmony and development.	Discuss with the class the necessities of peace education for uplift of society
37	Media; advertising role of media for educating the society	Charts, sample and models for the introduction of different kinds of media.
38	Media and expression of freedom, user and misuses	Students to collect example where media played constructive and destructive roles and its prevention before the class.
39	Religious fanaticism Its brief history, causes of religious fanaticism.	Islamic philosophy of oneness and unity and its effect on society. A discussion be conducted in groups.
40	Religious fanaticisms and steps by the government for its eradication role of education	Students to collect information on the steps taken by the government and the laws passed
41	Human Rights and its Need Islamic views on human rights charter of Madina truce	Students to collect news clip with figure and facts on human rights in different parts of the word.
42	Human Rights , concept of welfare state, social and economic classes	Group discussion, speeches
43	Changing role of education Compartmentalization Vs Holistic education	Discuss in groups the terms, their origin and development with passage of time

DAY	CONTENT AND SCOPE	ACTIVITIES AND A.V. Aids
44	Difficulties in the Holistic mode of educations, its advantages and disadvantages	Teacher to motivate students to actively take part in discussion
45	Changing role of teacher keeping in view development of instructional technology	Groups be made. Each group present his view on the changing role of the teachers
46	Continuing education	Hold a discussion on its importance and its sources
47	Communication and education What is communication, process of communication, means of communication mutual affects of education and communication	Discuss the topic first in small groups then a member from each group to present the group view on the topic. Teacher to sum up the discussion.
48	Education has human development power discuss the metaphor.	Students to collect data on the literacy rate of various countries and their per capita income. And established a general relationship between education and progress.
49-51	Presentation to be made by students on various social issues	Used chart, maps, reference books, articles, teacher and other students to evaluate, teacher to ensure the participation of each student
52	Post test to assess the effects of training programme on the performance of trainees	Objective types question paper

CURRICULUM AND INSTRUCTION FOR HST

S.NO	OBJECTIVES	CONCEPT	CONTENTS	ACTIVITIES	A.V.AIDS	NO OF PERIODS
1.	<p>After completing this course the learners should be able to:</p> <ul style="list-style-type: none"> Define the terms curriculum, Syllabus and Instruction and their relation ship To realize the importance of curriculum in teaching learning process. 	Introduction	<ul style="list-style-type: none"> Concept of curriculum Scope of curriculum Importance of curriculum Elements of curriculum 	Formation of groups and presentation by each group		08 Periods
2.	<ul style="list-style-type: none"> To develop awareness regarding some social-cultural as pacts of life effected curriculum. To develop positive attitudes towards the role of the people in the develop meant of society. 	Foundation of curriculum	<ul style="list-style-type: none"> Philosophical foundations Psychological foundations Socio- cultural foundations 	Formation of three groups one group leader should present, philosophical foundations, II Psychological foundations, III social cultural foundations.		04 Periods
2.	<ul style="list-style-type: none"> To emphasize learning of various concepts regarding curriculum. To promote and enhance the understanding of various types of curriculum. 	Type of curriculum	<ul style="list-style-type: none"> Subject based curriculum Teacher centered curriculum Learned centered curriculum Activity based curriculum 	Instructor should adopt investigative approach, and all the participants should involved through various questions to clear the concept.		08 Periods
3.	<ul style="list-style-type: none"> To demonstrate an understanding of the mechanism of situational analysis for curriculum design, determine and 	Curriculum design	<ul style="list-style-type: none"> Situational analysis Formulation of objectives Selection and organization of 	Group discussion among participants.		08 Periods.

	formulate the objectives in the light of Pakistani situation		<ul style="list-style-type: none"> • context. • Selection of appropriate method • Assessment of student achievement 			
4.	<ul style="list-style-type: none"> • To know about the curriculum development problems in the Pakistan. • To understand, the participation of teacher during curriculum development, is how much important. 	Curriculum development in Pakistan.	<ul style="list-style-type: none"> • Problems of curriculum development in Pakistan • Suggestions for its improvement. 	<ul style="list-style-type: none"> • Group representation on problems. • Group presentation on suggestions sum up by instructor. 		08 Periods
5.	<ul style="list-style-type: none"> • To understand and differentiate the goals, Aims and objectives. • To realize the process of changes in the behavior of a students. 	Instructional objectives.	<ul style="list-style-type: none"> • Goals, Aims and objectives • Importance of learning out comes. • Identifying behavioral objectives • Taxonomy of educational objective 	<ul style="list-style-type: none"> • By using Black Board a compression should frame among goals, aims and objectives • Participatory approach can be applied. 		08 Periods
6.	<ul style="list-style-type: none"> • To select the appropriate teaching method/Instructional strategies according to the teaching learning milieu. • To cinder stand , how the teaching method can be appropriately applied in different situations • To realize the importance of teaching method during teaching learning process. 	Methods of techniques	<ul style="list-style-type: none"> • Traditional method • Lecture method • Assignment method • Project method • inquiry approach • Micro teaching • Team teaching • Programmed learning 	<ul style="list-style-type: none"> • Every group leader should present model lesson by adopting these methods and instructor should guide them. 		08 Periods

CURRICULUM IN THE SUBJECT OF EDUCATIONAL PSYCHOLOGY GUIDELINES AND COUNSELLING FOR HST

Chapter No	Objective	Concept	Content	Activities	Training Time
1. Nature of Educational Psychology	<ol style="list-style-type: none"> To identify the functions and scope of Educational Psychology To demonstrate, in the class room, the relationship of Educational Psychology with a teacher To distinguish effectively the Methods used in educational Psychology 	1. Educational Psychology	<ol style="list-style-type: none"> Nature, functions & scope of educational Psychology Educational Psychology in the class room Methods used in Educational Psychology 	<ul style="list-style-type: none"> Brain storming Group Work Structured discussion. Presentation Re-presentation by two participants (Chosen by randomly). Class Test based on restricted response of 30 minutes. Assignments Exercises from the books Internet browsing 	5 periods
2. Growth & Development	<ol style="list-style-type: none"> To break down the Principles of both growth and Development To categorize the stages of growth and development right from childhood to adolescence 	1. Growth & Development	<ol style="list-style-type: none"> Definition, Characteristics and Principles of growth as well as Development Childhood and adolescence (growth stages) Childhood and adolescence (development stages) Dimensions of development, characteristics and educational implications: <ul style="list-style-type: none"> Physical Cognitive Social Emotional religious 	<ul style="list-style-type: none"> Brain-storming Focused discussion Question answers Library books Instructors' MIKE Role play Structured assignment Group work 2/3-05 minute debates: For & Against, with conclusion Imaginative travel to the past Class-Test /weekly/monthly. 	5 periods

Chapter No	Objective	Concept	Content	Activities	Training Time
3. Nature & underlying Principles	<ol style="list-style-type: none"> 1. To define & explain the learning theories 2. To manipulate factors of learning for meaningful teaching 3. To interpret the steps involved in the learning process 4. To compare and contrast the laws of learning 	1. Learning	<ol style="list-style-type: none"> 1. Theories: <ul style="list-style-type: none"> - Association - Cognitive - Modern 2. Factors of learning: <ul style="list-style-type: none"> - Motivation - Attitudes - Interest - Readiness - Participation 3. Need and application of the steps in the learning process 4. Merits, demerits and effectiveness of different laws of learning 	<p>In addition to above</p> <ul style="list-style-type: none"> • Structured worksheets • Case studies • Educational articles, periodicals, newspapers etc. • Mind map • Field Trip to nearby school • Observation • Brief report writing. • CDs / documentations 	5 periods
4. Individual differences	<ol style="list-style-type: none"> 1. To identify the bases and areas of individual differences 2. To compute the measurement of individual differences 3. To illustrate effective ways of dealing with individual differences. 4. To organize special children for constructive teaching 	1. Individual differences	<ol style="list-style-type: none"> 1. Meaning, basis and areas of individual differences. 2. Methods and Principles of measurement 3. Ways and means with individual differences 4. Kinds of students: <ul style="list-style-type: none"> - Gifted - Slow-learners - Dreamer - Late comers - Introvert - Extrovert - Emotionally disturbed - Socially under privileged. 	<ul style="list-style-type: none"> • Selection of a sample classroom • Structured worksheets • Case studies • Educational articles, periodicals, newspapers etc. • Mind map • Field Trip to nearby school • Observation • Brief report writing. • CDs / documentations 	5 periods

Chapter No	Objective	Concept	Content	Activities	Training Time
5. Human personality	<ol style="list-style-type: none"> 1. To define personality 2. To distinguish different alternative views of personality 3. To break-down the significances and practical usage of different types of personality assessment 	Personality Development	<ol style="list-style-type: none"> 1. Meaning and definitions of personality 2. Personality Theories: <ol style="list-style-type: none"> i) Tract Theory ii) Psychoanalytic theory iii) Humanistic approach <p>Types of personality assessment:</p> <ul style="list-style-type: none"> - Interviews - Observation - Projective tests. 	<ul style="list-style-type: none"> • Including above: <ul style="list-style-type: none"> • Sketches • Photographs/pictures • Collection of volunteer books/ magazines etc. • complimentary publications/research work • Usage of Teaching Kits • Role models biographies 	5 periods
6. Mental Health & the Classroom	<ol style="list-style-type: none"> 1. To understand the relevance of mental Health in and outside the classroom 2. To summarize the factors affecting the mental health of future decision makers 	Mental Health	<ol style="list-style-type: none"> 1. Meaning, need, in gradients and relevance of mental health of learners. 2. Factor affecting the mental health of students: <ul style="list-style-type: none"> - Educational - Social - Economical - Spiritual - Economic - Heredity 	<ul style="list-style-type: none"> • Brain storming • Case studies • Assignments • Observation • Action research • Lectures • Books review • Class –tests • Survey research 	5 period
7. Guidance & consoling	<ol style="list-style-type: none"> 1. To generalize guidance and counseling for achieving the objectives of Education 2. To appraise different/ required factors in making counseling for educational and vocational needs 	Guidance & Counseling	<ol style="list-style-type: none"> 1. Definitions & importance 2. Difference between Guidance & counseling 3. Major problems of the students: <ul style="list-style-type: none"> - Educational - Vocational 	<p>Besides above:</p> <ul style="list-style-type: none"> • Internet browsing. • Press clippings. • Consulting books on guidance and counseling • Taking notes/ materials from NIPA/Academies 	

			<ul style="list-style-type: none">- Youth development- Social4. Sources techniques of counseling (including istikhara)5. Life skills- Decision making- Problem solving- Creative thinking- Critical thinking- Self thinking- Empathy- Coping with stress etc. etc.	<ul style="list-style-type: none">• Dialogue• Interviews• High quality lectures• Interviews with Doctors/Psychiatrists/ religious scholars• Survey research• Case studies• Material from Print and Electronic media	
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CURRICULUM OF TEACHING OF MATHEMATICS FOR HIGH SCHOOL TEACHER (HST)

Days	Content and Scope	Activities and A.V.Aids
1.	Pre-Test	To check the background, knowledge & Experience of trainees
2.	1. Aims & objectives of teaching Mathematics. 1.1. Aims of teaching Mathematics 1.2. Objectives of teaching Mathematics with special references to Blooms taxonomy of education objectives	Blackboard, Charts of aims and objectives as determined on National level. Group discussion on knowledge, under studying, application of Mathematics
3.	The relationship of Mathematics with other subjects	Teacher share students experience of uses of Mathematics in other subjects
4.	History of Mathematics. Contribution of Muslims and Hindu	Interesting stories about the country containing process and development of Mathematics symbols In word problems of ratio, proportion profit, loss.
5.	Methods of Teaching Mathematics Analytical & Synthetic method. Steps in the above methods situation in which analytic and synthetic methods are used	
6	Inductive and Deductive method: Comparison of inductive and deductive method. Counting of situations in which inductive and deductive methods are used.	Use in the derivation of formula. Particularly of finding squares and cubes of algebraic expression.
7.	Heuristic, laboratory method. Project method why the use of project method is not frequently possible in schools in Pakistan.	Make interesting and thoughtful question while discussion Heuristic method. Make use of scales, balances, meter rods, manner calipers, volume measuring instrument for discussing laboratory method. Give various examples of project method. Such as celebrating the celandines week NS WHITE WASHING OF SCHOOL BUILDING. Expenditures on white wash, values learnt, contents of these subject covered.

Days	Content and Scope	Activities and A.V.Aids
8	Teaching aids and Mathematics laboratories 1. Importance of using aid in different types of teaching aids. 2. Used in the teaching of Mathematics	Black board, charts, pictures, measurements, Instruments, models of various geometric shapes.
9	Suggestions for effective use of Mathematics laboratory/teaching aid	Discussion with studies teacher, their difficulties Mathematics and how they at with the proper use of A.V.Aids
10.	Computer as a teaching aid. Introduction of education software.	Computer where possible, CDs Display computer programmers to demonstrate the teaching of geometrical shape.
11.	Techniques of teaching Mathematics • Difference between a technique and a method of teaching Mathematics. Different techniques to be adopted with teaching of Mathematics • Oral work i.e question the class and group discussion group work • Drill in Different techniques to be adopted with teaching of Mathematics	The make groups to propose techniques for teaching of sets. • Algebraic operations • Theorem in geometry
12.	Home work and assignment as a techniques their importance and evaluation.	Make group to proceed suggestion about the proper assignment of home work. That could be accomplished by the students in a comfortable manners
13.	• Lesson plans in the teaching of Mathematics. • Introduction of lesson plan. • Qualities of good lesson plan.	Discussion method for introduction of lesson plan. • Formation of groups for deterring the qualities of good lesson plan. • Each group leader to represent the qualities and teacher to sum up the qualities of a good lesson plan.
14.	• Components of a lesson plan teacher to present model lesson plan on Geometry.	Ensure students participation ask question to keep their active.
15.	• Lesson planning by the participants. • First group to present planned lesson. On topic from algebra.	Teacher to from group of students and assign there with topic from different sections of Mathematics for lesson planning.

Days	Content and Scope	Activities and A.V.Aids																					
16.	<ul style="list-style-type: none"> Second group presentation of planned lesson on topic from Geometry 	There students to evaluate the quality of lesson planned and presented in terms of order of presentation, students participation, use of A.V. Aids, relevancy of questions asked.																					
17.	<ul style="list-style-type: none"> Presentation of planned lesson on topic from trigonometry by the third group. 	Other two groups to evaluate the presentation and indicate plus and minus prompts in the presentation made																					
18.	<ul style="list-style-type: none"> Measurement and evaluation Importance of measurement and evaluation Different between measurement and evaluation What is a test and its types? 	Teacher tell student different between measurement and evaluation. Ask question about the measurement made in our school. Its defects, seek suggestion from participants. Ask whether evaluation is made in the school in its real sense or it. Simply depend s on measurements.																					
19.	<ul style="list-style-type: none"> Qualities of good test 	Make groups with the assignments to that each group to list the qualities of a good test, then compile a list of qualities of a good test based on the qualities proposed by different groups.																					
20.	<ul style="list-style-type: none"> Preparation of a model test paper. 	<p>Pattern of question paper.</p> <table> <tr> <th>Type of question</th><th>Marks</th><th>choice</th></tr> <tr> <td>1. Objective type question</td><td>20</td><td>Nil</td></tr> <tr> <td>2. Duplication of formulas</td><td>10</td><td>Nil</td></tr> <tr> <td>3. Comprehension</td><td></td><td></td></tr> <tr> <td>(09 out of 18)</td><td>50</td><td>choice by given parts</td></tr> <tr> <td>4. Application of formula theorem</td><td></td><td></td></tr> <tr> <td>In completed problem</td><td>20</td><td>--do--</td></tr> </table>	Type of question	Marks	choice	1. Objective type question	20	Nil	2. Duplication of formulas	10	Nil	3. Comprehension			(09 out of 18)	50	choice by given parts	4. Application of formula theorem			In completed problem	20	--do--
Type of question	Marks	choice																					
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3. Comprehension																							
(09 out of 18)	50	choice by given parts																					
4. Application of formula theorem																							
In completed problem	20	--do--																					
21	<ul style="list-style-type: none"> Discuss the plus and minus points of question papers prepared by different groups 	Groups are allowed to point out drawbacks and discrepancies in the question papers prepared by other groups in terms of language, difficult level, curse coverage, knowledge assessed by the items.																					
22	<ul style="list-style-type: none"> Fundamental properties of Union and intersection with concrete examples from daily life. Formation of committees as set of persons. 	Charts of different set with operation of Union and intersection, showing various properties such as associative, communicative and distributives use inductive and deductive methods.																					

Days	Content and Scope	Activities and A.V.Aids
23	<ul style="list-style-type: none"> Representation of various set operations by Venn-Diagrams. De Morgan law, Difference & so Complementation of sets. 	Make clear and clean diagrams showing different operations on sets.
24	<ul style="list-style-type: none"> Cartesian product, concept of Cartesian product, writing the Cartesian product of two finite and infinite sets. Changing the order of sets in Cartesian product. 	<p>Clear the concept with examples from real life as A: {Aslam, Amjad, Saeed} B: {Mehmood, Waseem}</p> <p>How many possible pair can be formed when first member is taken from A set A and second from set B</p>
25	<ul style="list-style-type: none"> Binary relations. Concept of binary relation, domain and range of binary relation. Functions, concept of functions with examples: into function, on to function, one to one function 	Use inductive & deductive approaches clear the difference between in to and on to function with examples. Ask students when a binary relation becomes a function.
26	<ul style="list-style-type: none"> System of real numbers introduction of real numbers concept of surds second order, basic operation on surds of second order concept of conjugate surds rationalization of the denominator 	Drill in grouping
27	<ul style="list-style-type: none"> Concept of base, exponent and power of a real number 	<p>Proof of the following with examples using inductive method $X^m X^n = X^{m+n}$ $(xy)^m = x^m y^m$, $(x^m)^n = x^{mn}$ where $m, n \in \mathbb{N}$, $(x, y \in \mathbb{R})$ proof of $(x/y)^m$, x^m/y^m $y \neq 0$ $x^m / x^n = x^{m-n}$ where $m > n$ & $x \neq 0$</p> <p>Discuss techniques that can be successfully used to inculcate the understanding of the above proofs.</p>
28	<ul style="list-style-type: none"> Logarithm <p>Writing numbers in the standard form in the scientific notation and vice versa</p>	Charts of representation the large measurements and smallest measurements in the form of standard notations. Discuss the importance of standard notation with the course participants.

Days	Content and Scope	Activities and A.V.Aids
29	<ul style="list-style-type: none"> Common logarithm <p>Concept of common logarithms characteristics and mantissa of a log of a numbers use of tables in finding the antilog of a number</p>	<p>Use simple expression involving 10 as base and than express the expressing in power of 10 make students in involve by asking questions and encouraging them to ensure . If their answer is wrong guide and correct.</p>
30	<ul style="list-style-type: none"> Proof the following laws of logarithm <p> $\log_a mn = \log_a m + \log_a n$ $\log_a m^n = \log_a m \cdot n$, $\log_{bm} m = \log_b$ $\log_{am/n} = \log_{am} - \log_{an}$ </p>	<p>Make a charts of the proof of the laws of logarithm and hang to on the wall > Make students involved by asking question about the power rules for real numbers.</p>
31	<p>Algebraic expression fundamental operations on Algebraic expression formulas $(a + b)^2 = a^2 + 2ab + b^2$ $(a-b)(a+b) = a^2 - b^2$ $(x + a)(x + b) = x^2 + (a + b)x + ab$</p>	<p>Teacher to follow the steps in lesson plan with an innovative start to win the attendances of students. Make students busy asking question for solving difficult steps in the solution of a problems.</p>
32.	<p>Establishment and application of the following formulas $(a+b+c)^3 = a^3 + b^3 + c^3 + 3a^2b + 3ab^2 + 3a^2c + 3ac^2 + 6abc$ $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$ $a^3 + b^3 + 3ab(a+b) = (a+b)^3$ $(a+b)(a^2 + ab + b^2) = a^3 + b^3$ $(a+b+c)(a^2 + b^2 + c^2 - ab - bc - ca) = a^3 + b^3 + c^3 - 3abc$</p>	<p>Grouping of class be made and each group effectively present the proof of the given formulas.</p>
33.	<p>Solution of equations involving radicals and reducible to simple Equations, solution sets of compound sequencer of first degree in one verbal</p>	<p>After the teacher has taught the topic students be made to drill with the given problems under the teacher supervision word problems.</p>
34	<p>Quadratic equation with one available with rational coefficients , standard form of quadratic equation fallorisation and by completing the square.</p>	<p>Given assignment to student to practice the application of quadratic equation. Student teachers be allowed to make the understanding of the solution eg quadratic equation easy for the class.</p>
35	<p>Elimination of one variable from two equations using the following methods a) Substitution b) Application of formula c) Method of cross multiplication</p>	<p>Make group: each group to eliminate a variable from the given equation by different methods if it is possible then determine the situation which suite to application of various methods.</p>

Days	Content and Scope	Activities and A.V.Aids
36	Variation . Direct variation and increase variation	Make concept clear by using simple example. Encourage and guidelines to use the concept in solution of problems. Such as if there is direct proportion because $x^2 + y = n$ and $n=3$ $y=2$, set value
37	Proportion: s special kind of variation. Continued proportion. Properties of proportion	Use chart properties of proportion clearly. Indicating steps involved in the proof of these properties
38	K- method Clear the method using simple figures, then use algebraic expression	Divide the class into groups, each group develop strategy for teaching of K-method and demonstrate it before the class
39	Word problems on proportion	Use problem-solving techniques. Divide the class into groups. Each group to propose the assisting to teacher such word problems. Also use analytic method
40	Fundamental concepts in Geometry Postulates and axioms statement of difficult postulates	Discuss the importance of fundamental concepts and conclude whether in geometry can be solved in their absence.
41	Angle , its side and vertex, bisectional ray and an angle; Supplementary angles, adjacent angles, congruent angles, right angles, complementary angles and vertical angles	Black board, protractor, compass. To make the students observe the construction of various angles and know the differentiating characteristics in various angles
		Prepare charts of various angles along with their characteristics
42	Triangles and its kinds according to the measurement of sides and angles Congruence of triangles practically sup impose two congruent triangles	Tell students that triangles represents surface area and is not a simple three-sided frame. Give students different triangles and as then to classify then according to the measurement of sides: all equals, two equal, all are not on the basis of measurement of angles

Days	Content and Scope	Activities and A.V.Aids
43	Theories If two sides of a triangles are congruent then their opposite angles well also be congruent	Black board, teacher protector, compass, meter rod To make students check the theories by practically measuring the sides and angles.
44	Solve the following problems Prove that in an isosceles triangle, the median bisecting the congruent sides are also congruent	Divide the class into groups. Each group first develop a strategy for the solution of given problems and then present it before the class in very simple and understandable way.
45	Theorem The exterior angle in a triangle is greater than every one of the interior opposite angles	Draw figure, make construction and ask students to measure the angles formed in construction and compare them. Different group to take the solution forward one by one
46.	Alternate angles, corresponding angles inferior angles, anterior angle. Use of these angles in the solution of theories such as. If a live internal sects two parallel lines then the alternate angles so will be congruent	Draw figure ask student about the sets of alternate angles and solve the theory with suitable construction.
47	Microteaching. Teacher to explain the principles of microteaching. Practice microteaching to in solving the tolling thereon. Thereon the sum of three angles in a triangle is equal to 180.0	Divide the class into groups some members of each group practice microteaching while other evaluate their performance using some performance scale.
48.	Continue micro teaching Teacher to as guide and facilitator prove the following theories in a parallelogram the opposite sides and angles are congruent	Divide class into groups each group first develop the strategy by mutual discussion then group leader or a number perform micro teaching on the steps from know up to construction and drawing of signer the next group to complete the rest part of the proof.
49.	There is a problem with a class that most of the students do not understand the solution of the please find ways and means to make then understand. Thereon a level suggestion thing the mid point of two sides of a triangle is parallel to the third side and is equal to its half in length.	Group be made and each group develop the strategy for easy solution to make it intelligible. One number for each group to present the strategy.

Days	Content and Scope	Activities and A.V.Aids
50.	Circle definition of circle, radial segment, cord, half circle congruent circle, are, congruent arcs tangent and select.	Black board, chalk teacher compass. Measuring tape. Ask question + why we study circle. (because many of our planetary bodies move in circular path satellite move in orbit around earth which is circle)
51.	Theorem If two chords in a circle and longest then they will be equidistant from the centre. Students teachers to practice and teacher to act as guide	Black board, chalk, teachers compass, and measuring rod. As student to practically measure the claim in the theorem
52.	Practical geometry i. To construct an isosceles right angled triangle. When the length of its hypotenuse is given ii. Constructs a right-angled triangle when the length of its hypotenuse and a side is given.	Students teacher to carry the construction by involving other students in such a way that each one ask question for next step in the construction from another student and who similarly pass on the task to the next student

CURRICULUM IN THE SUBJECT OF SCHOOL ORGANIZATION AND CLASS ROOM MANAGEMENT FOR HST

Chapter No	Objective	Concept	Content	Activities	Training Time
1. School Management	<ol style="list-style-type: none"> To assimilate the significances and relevance of School Management To analyze the problems and be able to suggest their remedial measures 	<ol style="list-style-type: none"> School Management 	<ol style="list-style-type: none"> Meaning & source of management Forms and Principles of School Management Significance, problems & remedial ways & means of school organization. 	<ul style="list-style-type: none"> Brain storming Group Work Structured discussion. Presentation Re-presentation by two participants (Chosen by randomly). Class Test based on restricted response of 30 minutes. 	4 periods of 40 minutes.
2. The School Discipline	<ol style="list-style-type: none"> To differentiates between discipline and corporal punishment To comprehend purpose and factors affecting school discipline in effective Teaching Learning strategies. 	<ol style="list-style-type: none"> Discipline Corporal punishment Theories of school discipline 	<ol style="list-style-type: none"> Definitions, importance & Forms. Definition , kinds and ill-effects of both Physical and mental health on learner as well teacher Conservative vs. Prototype theories. Rational & benefits of school discipline Factors affecting Role of teacher while adopting a strategy. 	<ul style="list-style-type: none"> Brain-storming Focused discussion Question answers Library books Role play Structured assignment Group work 2/3-05 minute debates: For & Against, with conclusion Imaginative travel to the past Class-Test/ weekly/monthly. 	5 periods

Chapter No	Objective	Concept	Content	Activities	Training Time
3. Class room Management	1) To understand and construct students classification. 2) To identify Psychological factors of classification 3) To manipulate these factors in both internal and external examinations,.	1. Students classification.	1. Need, significances and criteria for classification. 2. Individual difference, Social, Economic, Cultural and Psychological factors of classification. 3. Forms of examination 4. Requisite characteristics of class room management 5. Role of teacher for effective classroom management.	In addition to above <ul style="list-style-type: none"> • Structured worksheets • Case studies • Educational articles, periodicals, newspapers etc. • Mind map • Field Trip to nearby school • Observation • Brief report writing. 	4 periods
4. Co-curricular Activities	1. To understand the significance of school co-curricular activities in teaching learning process 2. To organize and develop different co-curricular activities. 3. To discover the economic limitations in expensive co-curricular activities, in relation with parent roles.	1. Co-curricular Activities.	1. Meaning, need and impact of co-curricular activities on teaching-learning process <ul style="list-style-type: none"> • Difference between extra and co-curricular activities. 2. Types of co-curricular activities <ul style="list-style-type: none"> • Linkage of co-curricular activities with educational requirements. • Expected an outcomes of co-curricular activities 3. Organization of co-curricular activities <ul style="list-style-type: none"> • Factors affecting the co-curricular activities • Involvement of parents • Role of teacher 	A part from the above: <ul style="list-style-type: none"> • Simulation • Free-controlled-Discussion • Work in pair • SDS/Documents • Close interviews 	5 periods

Chapter No	Objective	Concept	Content	Activities	Training Time
5. Physical Facilities & Learning resources	1. To identify and illustrate the need and relations of Physical facilities & other learning resources with conducive school environment	1. Physical Resources.	1. Different Forms of school designs, building, hostel, Dispensary and recreational facilities • Maintenance, development and usage of these facilities • Record keeping	Including above: • Maps /sketches • Photographs/pictures • Stock-registers • Site/ building/institutions visits.	03 periods.
	2. To operate both the A.V.Aids and Library effectively. 3. To combine the instructional material with school diaries, Time Tables & school records	2. Learning Resources	2. Use & development of Library. • Reading Methods Acquisition of complimentary publications from Donor/other agencies. 3. Meaning, classification & usage of A.V Aids on the basis of low cost no cast. • What, How and Why instructional material? • Preparation of school diaries, timetable and registration record.	• Collection of volunteer books/ magazines etc. • Making & up-dating of A.V.Aids rooms/corners/cells • Techniques to acquire complimentary publications • Preparation and maintenance of Low-cost-no-cost material • Usage of Teaching Kits	
6. Staff & Public Relationship	1. To outline the importance of staff as well as public relation pivotal; role of a teacher in nation building. 2.	Staff & public relations	1. Nature, personalities trait & characteristics of both super ordinates & sub-ordinates. • Teaching learning chain: Head Master + Teacher + Students + Parents • Compare & contrast of stereo	In continuation of the above: • With the help of Brainstorming, compare and contrast the characteristics /trait of all concerned. • Structured- Questionnaire • 5 minutes speeches • Restricted-response Essay.	5 periods

			<p>type VS Prototype Teacher and Students.</p> <p>2. Need and Impact of relations with</p> <ul style="list-style-type: none"> • Parents • Religious / elder leaders • PTAs <p>3. Teacher as a Maker or Destroyer?</p>	<ul style="list-style-type: none"> • Letters to Dear one: What can I do? • Autobiographies of great personalities • Biographies of successful personalities. 	
7. Leadership communication & effective teaching	To describe, understand and follow the role of teacher as a leader with effective communication skills in effective teaching	Leadership	<p>1. What is leadership?</p> <ul style="list-style-type: none"> • Its types, styles, effectiveness factors, process, and sources of powers and influence in effective teaching <p>2. Meaning, significance and advantages of Written, Verbal & Nonverbal Forms of communication.</p> <p>3. Ingredients of Effective teaching</p> <ul style="list-style-type: none"> • Expected problems & their solutions • Teachers skills, adaptabilities and willingness, sense of human 	<p>Besides above:</p> <ul style="list-style-type: none"> • Internet browsing. • Press clippings. • Consulting books on management/communication/leadership • Taking notes/ materials from NIP/A/Academies • Dialogue • Interviews • High quality lectures. 	5 periods

CURRICULUM IN THE SUBJECT OF TEACHING OF PAKISTAN STUDIES FOR HST

S.No.	Objective	Concept	Content	Activities	Material required	Training Time
1.	<p>After completing this course the trainees will be able.</p> <ul style="list-style-type: none"> To appreciate the leadership and guidance provided by the Quaid-e-Azam. To appreciate the strategic location of Pakistan To analyse various phases of the Pakistan movement leading to the achievement of Pakistan. 	Objectives of teaching Pakistan Studies	<ul style="list-style-type: none"> Need and importance of objectives Classification of objectives Objectives of teaching Pakistan Studies at Secondary level. 	Assignment should given to the trainees about content.		06 periods
2.	<ul style="list-style-type: none"> To know the fundamental elements of curriculum. Comprehend the obstacles and their remedies in the Curriculum Development of Social Studies. 	Curriculum of Pakistan Studies	<ul style="list-style-type: none"> Definition of Curriculum Perspective of Curriculum of Pakistan Studies. Principles of Curriculum Development Critical analyses of the present curriculum of Pakistan Studies 	<p>Group wise presentation from participants</p> <p>Group discussion.</p>		08 Periods 04
3.	<ul style="list-style-type: none"> Select and use from the various strategies of instruction and instructional materials. Assess the similarities and the difference among various Methods of teaching Social Studies. 	Teaching Methods of Pakistan Studies	<ul style="list-style-type: none"> Lecture Method Discussion Method Questioning Method Project Method Team Teaching Method. 	<p>Individual presentation.</p> <p>Adopting these Methods of teaching as a sample</p>		08 Periods 05

S.No.	Objective	Concept	Content	Activities	Material required	Training Time
4.	<ul style="list-style-type: none"> To discuss the value and importance of teaching techniques To recognize the characteristics of good questions. 	Teaching Techniques	<ul style="list-style-type: none"> Importance and functions of questions Characteristics of questions Handling of students answers and questions. 	Instructor should follow the investigative approach and define it through standard examples.		04 Periods 23
5.	<ul style="list-style-type: none"> To enable trainees to prepare and use a variety of instructional material in the class room. To enable the trainees to guide, direct and supervise students in various activities. 	Lesson planning	<ul style="list-style-type: none"> Need for lesson planning Characteristics of lesson planning Lesson plan for the teaching of Pakistan Studies. 	Assignment should given to each and every participant that he/she should prepare a Modal Lesson plan from Pakistan Studies of Classes IX-X.		08 Periods 23
6.	<ul style="list-style-type: none"> To present the lessons of Pakistan Studies before the students. To inculcate in the teachers the purposes of effective teaching and high professional standard 	Pakistan Studies teacher and his class room.	<ul style="list-style-type: none"> Qualities desired in teachers of Pakistan Studies. Requirements of Pakistan Studies room in the schools. 	<ul style="list-style-type: none"> Every group leader should present the qualities of a good teacher. A questionnaire about the Pakistan Studies room and avail facilities in it should be distributed among participants and then a comprehensive report in this regard may be presented. 		04 Periods 22
7.	<ul style="list-style-type: none"> Be able to make competent assessment of pupils and achievements in Pakistan Studies To be able to evaluate students performance and keep records of their progress. 	Evaluation of learning out comes of Pakistan Studies.	<ul style="list-style-type: none"> Meaning and objectives of evaluation. Characteristics of a good testing programme. Evaluation techniques for Pakistan Studies 	Group discussion on prevailing system of evaluation in educational Institutions and their merits and demerits.		04 Periods 25

CURRICULUM IN THE SUBJECT OF EVALUATIONS TECHNIQUES FOR HST

Chapter No	Objective	Concept	Content	Activities	Training Time
1. Introductions	1. To define and understand both evaluations and other relevant concepts. 2. To manipulate different types of tests in class room teaching	1. Evaluation and Measurement Tests	1. Meaning, scope and problems of evaluation and measurement 2. Difference among Evaluation, Assessments Testing searching and monitoring 3. Meaning, Types, uses and benefits of tests	<ul style="list-style-type: none"> • Presentation • Question Answer • Brainstorming • Group work • Lectures • Pair work • Guided practice • Independent work • Focused assignment 	05 Periods
2. Assessment and learning objectives	1. To define and explain assessment and learning objectives 2. To Develop and demonstrate test items on the basis of instructional objectives. 3. To break down the taxonomy of educational objectives	1. Assessment 2. Learning objectives.	1. Meanings significance and relationship of assessment in educational needs 2. Difference between aims, goals, and objectives. 3. Constructions of instructional/behavioral objectives. 4. History and classification of educational objectives (Bloom's work)	<ul style="list-style-type: none"> • lectures • focused discussion • brainstorming • practical work • guided practice • book assignment • internet browsing • compaysion of privately published books with text books. • Presentations by the selected trainees. 	05 Periods
3. Objective type test	1. To out line essential features of different types of objective type test. 2. To discriminate between advantages and limitations of objective type tests 3. To interpret salient requirements of writing essay type item	1. Objective tests	1. Meaning , scope, Types and essential features. 2. Advantages and limitations, with examples, of objective type tests. 3. Essay type items: 4. Suggestions writing 5. Use and scoring of these items.	<ul style="list-style-type: none"> • lectures • focused discussion • brainstorming • practical work • guided practice • book assignment • internet browsing • compaysion of privately published books with text books. • Presentations by the selected trainees 	5 periods

Chapter No	Objective	Concept	Content	Activities	Training Time
4. Essay type test	<ol style="list-style-type: none"> 1. To understand essential features and essay types for effective paper-setting. 2. To summarize advantages, limitations and recommendation for writing, using and scoring essay items. 	1. Essay tests	<ol style="list-style-type: none"> 1. Meaning, essential features, and major types. 2. Advantages, limitations, with examples 3. Suggestions for writing, using and scoring essay items. 	<ul style="list-style-type: none"> lectures focused discussion brainstorming practical work guided practice book assignment internet browsing companion of privately published books with text books. Presentations by the selected trainees 	5 periods
5. Prime qualities of a effective measuring tools.	<ol style="list-style-type: none"> 1. To state and understand requisite qualities of a good measuring instruments. 2. To manipulate these qualities while evaluating the learning out comes. 	1. Qualities.	<ol style="list-style-type: none"> 1. Validity. 2. Reliability, 3. Objectivity. 4. Differentiability. 5. Probability 	<ul style="list-style-type: none"> lectures focused discussion brainstorming practical work guided practice book assignment internet browsing companion of privately published books with text books. Presentations by the selected trainee 	10
6. Nature of secondary school examination	<ol style="list-style-type: none"> 1. To critically describe the nature of SSC examinations 2. To support the SSC examinations by playing sound role of paper-setter, examiner and teacher. 	Secondary school examinations	<ol style="list-style-type: none"> 1. Natures, objectives and methodology of SSC examinations 2. Compare and contrast to last three years papers 3. (Humanities/science/Languages) of the respective BISE. 4. Fed – back to B.I.S.Es and other educational agencies. 5. Sound characteristics of : 6. Paper – setter, 7. Examiner Teacher as a evaluator. 	<ul style="list-style-type: none"> lectures focused discussion brainstorming practical work guided practice book assignment internet browsing companion of privately published books with text books. Presentations by the selected trainees Study –tour to B.I.S.Es 	10

Curriculum in the Subject of Teaching of Physical Sciences for HST.

Objectives:

- 1) To enable the prospective teachers to have a firm understanding of the nature of science and its role in the life of individual and society.
- 2) To equip the teachers with the modes of thoughts and techniques of inquiry that characterizes modern physical and biological science.
- 3) To be able to develop among their pupils the skills of learning by activity.
- 4) To learn and to be able to teach science through guided discovery and related approaches.
- 5) To learn and to be able to use a variety of professional skills which can make the learning of science interesting and engender a lifelong commitment to learning and teaching.
- 6) To be able to diagnose learning difficulties of the children and to apply measures to remove learning difficulties.
- 7) To be able to evaluate students performance and keep records of their progress.

Days.	Contents and Scope	Activities and A.V Aids
1.	Pre test.	Objective type test.
2.	The nature of science (laws, facts and theories).	Blackboard, chalk, OHP, discussion and question answer.
3.	Physical sciences and Biological sciences.	OHP charts showing subjects of different sciences.
4.	Limitations of sciences.	Discussion and question answers.
5.	Objectives, goals, and objectives of teaching sciences.	Discussion, demonstration and group work.
6.	Taxonomy of educational objectives.	Blackboard, charts, OHP, discussion and demonstration.

Days.	Contents and Scope	Activities and A.V Aids
7.	National goals of education and how science teaching contributes to the achievements of national goals.	Chart of national aims, goals and objectives, OHP and transparencies.
8.	Instructional objectives.	Chart of sample instructional objectives, OHP and discussion method.
9.	Teaching strategies The lecture method.	Group discussion to be concluded by the teacher.
10.	The discussion method.	Charts showing merits and demerits of discussion on the topics of science subjects.
12.	Inductive activity approach.	Charts of topics in which the method can be successfully used. Discuss its scope and limitation.
13.	Deductive activity approach.	List of formulas and rules that are used in deductive approach. Discussion on its limit and scope.
14.	Lesson plan. Model lesson by the teacher.	A model of lesson plans on physics, chemistry. Discussion on their quality and shortcoming.
15.	Short and long form of a lesson plan, steps of lesson plan.	Models of short and long lesson plans. Discussion on their proper use.
16.	How to write daily lesson plan in physical sciences.	Different group be made. Each group to write the lesson plans and submits with the teacher. The teacher presents the plan of each group. Then the class evaluates its qualities.
17.	Use of Audio-visual Aids. Purpose and use of A.V aids.	List of A.V aids used in sciences, demonstration and question answer techniques.
18.	Classification of audio-visual aids.	Charts, models, equipments, apparatuses. Show classification with different sets of items.
19.	How to use A.V aids effectively in science class.	Teacher to use A.V aids as a model. Then student be asked to explain A.V aids in connection with the topic from physical sciences.

Days.	Contents and Scope	Activities and A.V Aids
20.	Evaluation. Objective type test (merits and demerits).	Model question paper prepared by various BISEs, and national testing service.
21.	Essay type tests (merits and demerits)	Blackboard, OHP, and model test papers.
22.	How to write objective type test. Criteria for good objective type test.	Teacher to tell the procedure of construction of table of specifications, use of specific objectives in writing the test items.
23.	Types of evaluation	Charts showing types of evaluation. Class discussion on each type.
24.	Preparation of model question papers groups of students.	A member from each group represents the paper and other to evaluate its qualities.
25.	Scalars and vectors: Representation of vector, addition of vectors by head to tail rule, subtraction of vector.	Meter rods, balances, maps, charts and drawing boards. Method of teaching. 1. Discussion 2. Demonstration 3. Question and answer.
26.	Trigonometry, rectangular components of vectors. Resultant of vector.	Black board, OHP, teacher geometry set, charts, methods of teaching, demonstration and discussion.
27.	Student presentation through well-planned lesson.	Three groups of student are constituted. Each group representative should take 12 minutes and pass on to the next group representative for rest of topic and so on.
28.	Force or motion. Newton's laws of motion and their application.	Models, weight box, weighing scale, pulleys, method demonstration, discussion and experimentation.
29.	Mass and weight, momentum, laws of momentum and applications of momentum.	Weight box, weighing scale, spring balance, balls, models of car, method demonstration and discussion.

Days.	Contents and Scope	Activities and A.V Aids
30.	Presentation by students to show that how successfully they can make the concept relating to force and motion clear.	Spring balance, weight box, movable pulleys, weighing balance, demonstration and discussion.
31.	Reflection and formation of image by concave mirror.	Concave mirror of short focal length, optical needles upright with optical bench, knitting needle and calculator.
32.	Reflection and formation of image by convex mirror.	Convex mirror, optical needles upright with the optical bench, knitting needle and calculator.
33.	Refraction of light through prism.	Glass prism, drawing board, drawing pins, water in a tub, and plane mirror, experimentation and discussion.
34.	Refraction through converging and diverging lenses.	Concave lens, convex lens, optical needles upright with optical bench, experimentation and discussion.
35.	Fundamental particle of atoms evidences for the existence of electron, proton and neutron.	Charts, cathodes ray tube, diagram of Rutherford experiment. Methods, demonstration and discussion.
36 to 40.	Students be assured the topics for presentation before the class, other student appraise and discuss the success and failure of presentation.	Lesson plan, charts scales and relevant measuring instruments and related equipments.
41.	Bohr's model of atom and its application, energy level equation.	Charts and diagrams, discussion method, demonstration method.
42.	Ionization of energy, its in the periodic table.	Periodic table Chart of ionization, energy of various elements.
43.	Chemical bonding, ionic bond, covalent bond.	Charts, models, discussion and demonstration.
44.	Co-ordinate covalent bond. With example.	Periodic tables, charts and models.

Days.	Contents and Scope	Activities and A.V Aids
45 to 48.	Laboratory preparation and properties of the following a) Hydrogen gas b) Carbon dioxide gas c) Oxygen gas d) Chlorine gas. e) Sulfuric acid.	Chemicals a relevant approach. Demonstration and experimentation.
49 to 51.	Microteaching and students practice of teacher methodology.	Teacher and students to evaluate discuss and ask questions.
52.	Post test.	Objective type question paper.

تدریس اردو فی ایڈ (HST) اردو ادب کی تدریس کے مقاصد

طالب علم کو اس قابل بنانا کہ وہ:

- ۱- تقریر کے ذریعے اپنی تخلیقی حقیقتوں کا اظہار کرے۔
- ۲- تحریر کے ذریعے اپنی تخلیقی صلاحیتوں کو بروئے کار لائے اور مضامین، مکالمے، طبع زاد کہانیاں، مختصر ڈرامے اور خاکے لکھے۔
- ۳- اردو ادب کے مطالعے سے اپنے ادبی ذوق کی تربیت کرے۔
- ۴- اردو زبان کے ارتقاء سے واقف ہو۔
- ۵- اردو ادب کے بارے میں تنقیدی شعور حاصل کرے۔
- ۶- اردو زبان کی قواعد کے بارے میں واقفیت حاصل کرے۔
- ۷- اردو نظم و نثر کا استحسان کرے۔
- ۸- تحریری و تقریری انشاء کے بارے میں استحسان کر سکے۔

ایام	عنوانات	مقاصد	سرگرمیاں / معاونات تدریسی
۱	لسانیات زبان کی ماہیت لغوی لحاظ سے اصطلاحی لحاظ سے قدیم نظریہ - جدید نظریہ	اعضائے تکلم کا صحیح استعمال جان سکیں۔ مہمل اور بامعنی آوازوں کا ادراک کر سکیں۔ لغوی اور اصطلاحی لحاظ سے زبان کی ماہیت کے بارے میں جان سکیں	

2	زبان کی اہمیت تعلیم میں ملکی و قومی زبان کا درجہ	اپنے ماضی الٰہ ضمیر کو بیان کر سکیں اپنے امتیازی وصف زبان کی پہچان کر سکیں اور اس پر فخر کریں	زبان کو علوم و فنون کا سہارا بنا سکیں۔ زبان کو علوم و فنون کی تشکیل اور توسیع کا باعث بنا سکیں۔	وڈیو اور آڈیو کا استعمال طلباء اپنی آواز کو شہید کر کے اپنے تلفظ کو درست کر سکتے ہیں۔ رسائل و کتب کا مطالعہ کرنا	
3	زبان کی ابلاغی اور معاشرتی اہمیت		طلباء اردو زبان کی حیثیت جان کر اس کی قدر و منزلت کر سکیں ملکی اہمیت کا احساس کرتے ہوئے اس کے استحکام کو فروغ دیں۔ سیاسی نقطہ نظر سے آگاہی حاصل کریں اپنے زبان پر فخر کریں اور اس سے محبت کریں اور اس سے محبت کریں۔ پاکستان میں اردو زبان کی تعلیمی اہمیت سے آگاہی حاصل کر سکیں۔		
4	پاکستان میں اردو زبان کی حیثیت ملکی اہمیت۔ سیاسی اہمیت۔ قومی اہمیت۔ ثقافتی اہمیت۔ سرکاری اہمیت۔ تعلیمی اہمیت				
5	اردو بحیثیت ذریعہ تعلیم		معلم کا متعلمین تک علم پہنچانا۔ معلم کا زبانی وانی کے خواص سے واقف ہو تاکہ متعلمین تک صحیح علم منتقل کر سکے۔		
6	تدریس اردو کے اصول تلفظ، لفظی ساخت، ترکیبی ساخت، رموز اوقات، تحریری ساخت، فصاحت و بلاغت۔	اعلیٰ تحقیق کو ممکن بنانا۔ زبان کا آسان اور سہل ہونا اور پیچیدگیوں سے پاک ہونا علوم و فنون کی کتابوں کا ذخیرہ ہونا۔	اہل زبانی کی گفتگو، مکالمات اور تقریروں کے اقتباسات کرہ جماعت میں بوقت ضرورت طلباء کو سنوائے جائیں۔ (ٹیپ شدہ)		

7	لسانی نشوونما بولنا سکھانے کے عناصر اور طریقے تلفظ کی اہمیت اور عملی مشق -	کلام میں زور اور قوت اظہار میں اثر پیدا کرنا۔ تلفظ کی اصلاح کرنا۔ الفاظ و مرکبات کے استعمال میں لسانی نقائص دور کرنا۔ خیالات میں ربط اور تسلسل پیدا کرنا۔	پیغام رسائی کے ذریعے کہانیاں، پہیلیاں اور لطیفوں کے ذریعے۔ کوئز پروگرام کے انعقاد کے ذریعے۔ مختصر ڈرامے یا کھیل۔ خوشنویسی / خوشخطی کے مقابلے
8	بولنے کی اہمیت: بولنے کے عناصر بولنے کے طریقے: بولنے کے مدارج۔ بولنے کے ذریعے	وسعت خیال اور لطافت زبان کو فروغ دینا تدیسر تکلم کے لئے زیادہ سے زیادہ مواقع فراہم کرنا۔	گروہی صورت میں لکھنے کے مقابلے۔ نئے الفاظ کار یا ڈرکھنا۔ ادیبوں اور شاعروں کی تخلیقات کا مطالعہ کر کے ان کے اقتباسات کو خوبصورتی سے لکھنا۔
9	پڑھنا سکھانے کے عناصر اور طریقے	پڑھنے کے عمل میں الفاظ کو علامات سے پہچان کر بولنا اور سمجھنا۔	ڈرامہ یا چھوٹے خا کے پیش کرنا۔ درسی کتاب کے علاوہ دیگر وسائل اور کتب سے استفادہ۔ گروہی بحث مباحثے۔
10-11	رموز و اوقاف کی اہمیت اور ان کے استعمال کی عملی مشق	مطالعہ کتب کا شوق پیدا ہونا۔	
12	مدارج و عملی مشق -	توسیع معلومات اور ذہن کی تفریح و تسکین کا حصول۔	
13	حرف شناسی۔ عبارت خوانی۔ مطالعہ۔ عام مروج طریقے	طلبا کو فطرت کے مطالعے کے مواقع فراہم کرنا۔	

50 14	ترکیبی طریقہ، تخلیقی طریقہ، مخلوط طریقہ، عبارت خوانی، اوصاف خوش خوانی، عبارت خوانی کی مختلف صورتیں۔			
15	لکھنا سکھانے کے عناصر اور طریقے۔	طلباء یہ اخذ کر لیں کہ: لکھنے کیلئے پڑھنا ضرور آنا چاہئے۔	عبارت نویسی میں مسلسل اور مربوط جملوں کی مشق کا شوق پیدا ہونا۔	کمرہ جماعت میں گروپس میں ایسی اشیاء تیار کروانا جو کم خرچ ہوں یا ان پر کوئی لاگت نہ آئے۔
16	املا کی اہمیت اور عملی مشق		ماڈل۔ ہاتھ سے بنی ہوئی اشیائے چکنی مٹی وغیرہ سے دلچسپی کا سامان تیار کر کرنا۔ مخفی صلاحیتوں کو بیدار کرنا۔	
17	تدریس اردو کے سمعی و بصری معاونات		صحیح زبان اور درست طرز بیان میں اظہار خیال کرنا۔ صحیح زبان پر قابو پا سکیں۔ طلبہ کے ذخیرہ الفاظ کے ساتھ عملی الفاظ کا اضافہ کروانا۔ تدریس زبان میں زندگی پیدا ہو اور طلبہ زبان کے استعمال میں تربیت حاصل کریں۔ فصیح و بلیغ تقریر کرنی آئے۔ اظہار بیان میں روانی اور تسلسل ہو۔	
18	ماڈل، قصائد پر، توضیحات، تمثیل کاری یا ڈرامہ کے لئے اشیاء ضروری تیار کرنا۔			
19	کے لئے اشیاء ضروری تیار کرنا۔			
20	ایہا۔۔۔۔۔			
21	ایہا۔۔۔۔۔			
22	تدریس انشاء		وقت مشاہدہ۔ تقریری اور تحریری قوت اظہار کی تربیت کو فروغ دینا	
23	تدریس انشاء۔ سادہ اظہار خیال کی عملی مشق			

<p>گروہی صورت میں کام کرنا ہر گروپ کو عبارت کا ایک حصہ دے کر متعلقہ قواعد کو استقرائی طریقے سے اخذ کروانا۔</p>	<p>قواعد سے زبان کی ساخت کا علم جان سکیں۔ الفاظ کے بننے کا عمل اور باہم ترکیب پانے کا عمل جان سکیں۔ اظہار خیال کی لفظی و معنوی خوبیوں کے بارے میں علم حاصل کر سکیں۔</p> <p>غلطی کی اصلاح کر سکیں۔ لفظی و معنوی ساخت و ترکیب کے تمام اصول بالترتیب جان سکیں اور بیان کر سکیں۔ استقرائی و استخراجی طریقے کو اپنا سکیں۔</p>	<p>تدریس قواعد</p> <p>قواعد کی ضرورت و اہمیت اور طریقہ تدریس۔</p>	<p>51 24</p>
<p></p>	<p>طلباء اس قابل ہو جائیں کہ کسی بھی تدریس کے بعد الفاظ کا ایک ذخیرہ اپنی نوٹ بک میں درج کر سکیں۔ نئے الفاظ امر کلمات / محاورات کو اپنے جملوں اور جملوں کو عبارت میں ڈھال سکیں۔ عبارت میں تسلسل اور ترتیب کا خیال رکھ سکیں۔</p> <p>غلطی کی اصلاح کر سکیں۔ لفظی و معنوی ساخت و ترکیب کے تمام اصول بالترتیب جان سکیں اور بیان کر سکیں۔ استقرائی و استخراجی طریقے کو اپنا سکیں۔</p>	<p>ذخیرہ الفاظ کی اہمیت</p> <p>سادہ اور عام فہم ذخیرہ الفاظ کی مشق</p>	<p>25</p>

52	مراسلہ نگاری	طلباء جان سکیں کہ:	متعلقہ قواعد کو استخراجی طریقے سے اخذ کروانا۔
26			
27	خط، نجی خطوط، سرکاری خطوط۔	(۱) خانگی، سرکاری، کاروباری، دعوتی خط، رسیدیں، کرایہ نامہ کیا ہوتے ہیں۔ اور ان کے بارے میں لکھ سکیں۔	تقابلی جائزہ لینا۔
28	کاروباری خطوط، دعوتی خطوط۔	(۲) رسمی آداب و قیود کی پابندی کر سکیں۔	کہانی لکھوانا۔
29	درخواستیں، رسیدیں، راہداریاں،	(۳) مکتوب و مکتوب الیہ کے بارے میں جان سکیں۔	خط لکھوانا۔
30	کرایہ نامہ	(۴) بزرگ، چھوٹے، ہمسر اور حکم کے لئے القاب کی صورتیں لکھ سکیں	مضمون لکھوانا۔
		(۵) چھوٹوں کے لئے۔۔۔۔۔ ایہا۔۔۔۔۔	خاکہ لکھوانا۔
		(۶) ہمسروں کے لئے۔۔۔۔۔ ایہا۔۔۔۔۔	مکالمہ لکھوانا۔
		(۷) القاب کے ساتھ دعائیہ الفاظ لکھنا جان سکیں۔	گروہی صورت میں کام کروا کر تقابلی جائزہ لینا۔
		(۸) مراسلہ نگاری کی تمام صورتوں سے آگاہی حاصل کر سکیں۔	
		(۹) متعین مقصد کو بروئے کار لا سکیں۔	
		(۱۰) تاریخ، پتہ، مکتوب الیہ، القاب لکھنے سے آگاہی حاصل کر سکیں۔	
		(۱۱) تتمہ یا واسلام لکھنے کی جگہ جان سکیں لفافے کے باہر مکتوب الیہ کا پتہ مکمل صاف اور واضح لکھ سکیں۔ مناسب القاب، تعلیمی اعزاز، خطاب اور عہدے کا ذکر کر سکیں۔	
		(۱۲) مکتوب الیہ کا مقام اور شہر لکھ سکیں۔	

31	تحریر کی انشاء میں مضمون نگاری	طلباء جان سکیں کہ:	
32	----- ایضاً -----	شہر مرنے کے کہتے ہیں اور کس طرح لکھتے ہیں عبارت شروع کرنے کا	
33	----- ایضاً -----	طریقہ جان سکیں۔ مضمون کو پیروں میں تقسیم کر سکیں۔ مربوط جملوں سے	
34	----- ایضاً -----	عبارت لکھ سکیں۔ بہتر انداز میں خیالات کو پیش کر سکیں۔ بیانیہ، توصیفی،	
35	----- ایضاً -----	استدلالی، تنقیدی، تحقیقی ہر قسم کی مضمون نگاری کے بارے میں جان سکیں	
36	تدریسی معاونات کی تیاری (سمعی و بصری معاونات)	طلباء جان سکیں کہ:	
37		بے کار اشیاء کو کس طرح استعمال میں لایا جاسکتا ہے۔ کم خرچ اشیاء کا	
38		استعمال کس طرح کیا جاسکتا ہے؟ ان اشیاء اور ڈانڈوں کو ہم کس طرح اپنے	
39		تدریسی سبق کا حصہ بنا سکتے ہیں؟ طلباء میں ان چیزوں کی تیاری کا شعور پیدا کرنا طلباء ان چیزوں کی تیاری میں دلچسپی لے سکیں۔	
40	ٹرینیز کی طرف سے تیار شدہ تدریسی معاونات کی نمائش	ٹرینیز کو پڑھانے سے متعلق آگاہی دلانا۔ سبقی خاکہ کی تیاری سے متعلق	
41	انسٹرکٹرز بذات خود ایک سبقی خاکہ ٹرینیز کے سامنے پیش کرے۔	معلومات فراہم کرنا۔ ٹرینیز میں خود اعتمادی کا جذبہ پیدا کرنا۔ ایک معیاری سبق کے تمام اقدامات کو مد نظر رکھنا۔	

42	تدریسی خاکے (نثر، نظم، مضمون، کہانی و قواعد پہنچ)	سبق پڑھانے کے اغراض و مقاصد کے بارے میں آگاہی۔ بحیثیت اساتذہ اپنے فرائض منصبی کو صحیح طرح ادا کر سکے۔ سبق پڑھانے کے طریقوں سے آگاہ ہو سکے۔ خود اعتمادی پیدا کر سکے۔	اپنے تیار کئے ہوئے تدریسی معاونات کو استعمال میں لائے۔ اپنے سبق میں دی گئی سرگرمیوں کو پیش کرے۔
52	ہر شریک کو درس ایک تدریسی خاکہ تیار کرے گی ا کرے گا اور اسے کمرہ جماعت میں پیش کرے گا اپنے تیار کیے ہوئے تدریسی معاونات کو استعمال میں لائے گا۔		

ضروری ہدایات:

- فارغ وقت میں ٹرینر سے تقریری مقابلے / بیت بازی / کوئز پروگرام کروائے جائیں۔
- (1) ٹیکسٹ بک بورڈ پشاور کی شائع کردہ جماعت نہم اور دہم کی کتاب سے خاکے تیار کئے جائیں۔
- (ب) افسران بالا کی طرف سے کسی بھی وقت کوئی بھی معائنہ کے لئے آسکتا ہے۔

نصاب اسلامیات برائے HST معلمین / معلمات

ایام	مواد تدریس	سرگرمیاں
1	ابتدائی جائزہ	
2	تدریس اسلامیات کے مقاصد	
3	اسلام بحیثیت عالمگیر مذہب	
4	اسلام کے محاسن، حصہ اول۔	
5	اتوان وحی کی قسمیں	
6	تدوین قرآن پاک	
7	تدوین اول۔ دور صدیقی	
8	تدوین دوم۔ دور عثمانی	
9	ترجمہ و تفسیر اہم تفسیروں کے نام	
10	سورۃ یقرۃ کی پہلی و آخری رکوع کا ترجمہ	

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	سورة انفعا م ایت نمبر ۱۱ تا ۱۲۲	12
	سورة عنکبوت ایت نمبر ۱ تا ۱۲	13
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	۲۔ قال قال رسول اللہ ﷺ ان الناس لکم حج۔ وان رحالا یؤکم من اقطار الارض یتفقہون فی الدین۔ فاذا اتوا کم فاستوصوا بحکم خیر۔ (راوہ الترمذی)	21

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23	قال قال رسول ﷺ واحد اشد على اثنين من الف عابد رواة الترمذی۔ الف ملجہ۔	
24	قال قال رسول ﷺ من خرج في طلب العلم فهو في سبيل الله	
25	قال قال رسول ﷺ هملتان لا يجتمعان في منافق حسن سمع ولا فقه في الدين رواه الترمذی۔	
26	قال قال رسول ﷺ كن يتبع المؤمن خير تسمعه حتى يكون منتهاه الجنة (ترمذی)	
27	قال قال رسول ﷺ من سئل عن علم علمته تم كتمه، ألجم يوم القيامة بلجاء من نار (رواه احمد، الترمذی)	
28	قال قال رسول ﷺ من طلب العلم ليبارى به العلماء وادى ليمارى به السفهاء وادى يوصوف به وجهه الناس الا دخله الله النار۔ (رواه ابن ملجہ عن ابن عمر)	

29	قال قال رسول اللہ ﷺ من اُفتى بغير علم کان اتهم عے من افواه من اشار على انیہ بامر كعلم ان الرشدين بغيره فقد فاته۔ (رواه ابو داؤد)	
30	آپ ﷺ بحديث معلم اور آپ ﷺ طريقه تدريس	
31	عقيدہ کی اہمیت اور معقولیت	
32-35	اسلام کا نظریہ حیات۔ معاشی۔ سیاسی اور معاشرتی نظام	
36	اسلام میں نظم و ضبط کی اہمیت	
37	اسلام میں عورت کا مقام	
38	اسلام میں رزق حلال کا تصور	
39	اسلام میں مسجد کا تصور	
40	حقوق و فرائض	
41	حقوق والدین و اولاد (روزمرہ زندگی سے مثالیں دیکر واضح کریں)	
42	حقوق معلم و معلم اور پڑوسی	
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**Name of committee members for the development of
Draft Curriculum for HST (Inset)**

1.	Umar Farooq	Director	Chairman
2.	Abdussalam	Subject Specialist	Coordinator
3.	Syed Khalid Shah	Deputy/Director (T)	Member
4,	Miss Nasibun Nisa Alvi	Subject Specialist	Member
5.	Miss Javid Iqbal	Subject Specialist	Member
6.	Zafar Arbab Abbasi	Deputy/Director (E)	Member
7	Mr. Zuftigar Khan	Subject Specialist	Member
8.	Mr. Munir Ahmad	Subject Specialist	Member
9.	Malik Said Akbar	Subject Specialist	Member
10.	Mr. Amin Dad	Subject Specialist	Member
11.	Mr. Muhammad Arif	A.V.Aids Officer	Member
12.	Mr. Noor-Ul-Huda	Assistant Director (P&D)	Member